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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research was Quasi-Experimental research. Cresswell (2009:155) states that it is aimed to test an idea (or practice or procedure) to determine whether it is influence an outcome or a dependent variable. In addition, an experimental class is the quantitative approach that provides the greatest degree of control over the research procedures (L.R Gay, 2000:15).

The design used in this research was quasi-experimental with non equivalent control group which is an appropriate one to this research in order to find out the significant effect of Shared Inquiry method on students' reading comprehension and their motivation at MTs Syafa'aturrasul Boarding School.

There are three variables in this research. The first is the effect of Shared Inquiry method as the independent variable as (X). The second is the students' reading comprehension (Y1) and the last one is students' motivation as (Y2). Two groups were used as a sample of this research, one class was the experimental group which was treated by Shared Inquiry and another one was the control group that was taught by using non-Shared Inquiry. For both experimental and control groups, a pre-test and a post-test were administered to the students. The test was given at the beginning of the teaching learning in order to identify the students' reading comprehension. Then, the experimental group was treated by using Shared Inquiry method and the control group was treated using non-Shared

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Inquiry during the treatment. At last, both groups were given post-test at the end of the teaching learning processes in order to explore effect of Shared Inquiry method on the students' reading comprehension and their motivation. Based on the (Creswell, 2008) the model of the research design is illustrated as follows.

Table III.1 The Research Design

Group	Pre-test	Treatment	Post-test
X1	Y 1	X	Y 2
X2	Y 1	-	Y 2

Where : X 1 = Experimental group

X 2 = Control group

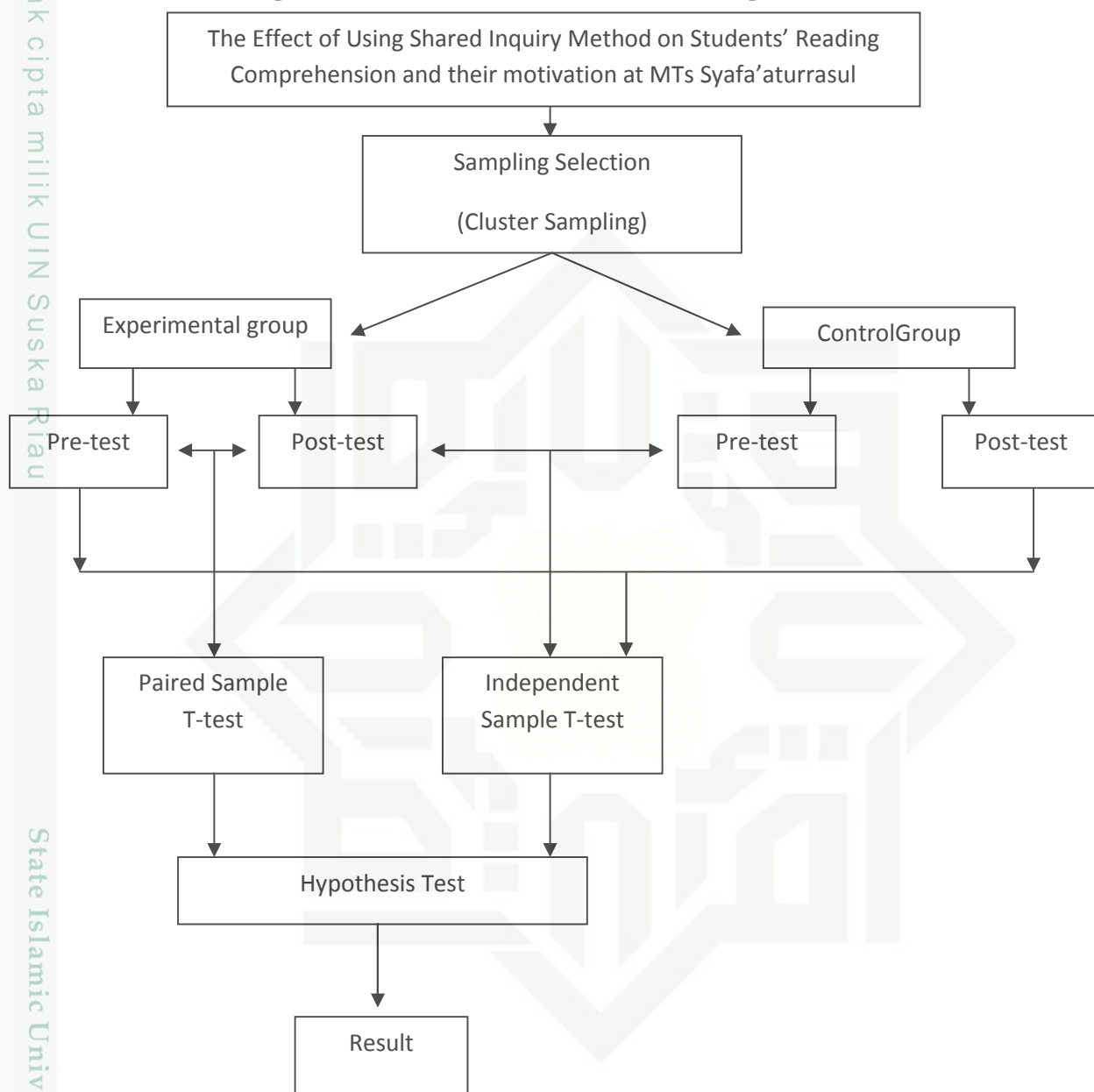
Y 1 = The pre-test both of two groups

Y 2 = The post-test both of two groups

X = Treatment (Shared Inquiry)

- = Teaching reading without treatment (Shared Inquiry)

Figure III.1 The Scheme of Research Design



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3.2 Location and Time of the Research

The location of this research was MTs Syafa'aturrasul Teluk Kuantan. It is located on Jl. Raya, Kec. Kuantan Tengah, Teluk Kuantan. This research was conducted for four months starting from September to December 2016.

3.3 Subject and Object of the Research

Based on the title of the research, the subject of the research was the eighth grade students of MTs Syafa'aturrasul Teluk Kuantan, Riau Province. The object of this research was the effect of using Shared Inquiry on students' reading comprehension and their motivation.

3.4 Population and Sample

3.4.1 Population

The population of this research was the eighth grade students of MTs Syafa'aturrasul in 2016-2017 academy year. There were 4 classes altogether: VIII.A consisted of 20 students, VIII.B consisted of 22 students, VIII.C consisted of 34 students and VIII.D consisted of 20 students. So, total population of the research was 96 students. Below is the table of the population.

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Table III.2 The Total Population of the Eighth Grade Students of MTs Syafa'aturrasul Boarding School Teluk Kuantan

No	Class	Population
1	VIIIA	20
2	VIIIB	22
3	VIIIC	34
4	VIIID	20
Total Population		96

3.4.2 Sample

According to L.R Gay (2000, p.121), sampling is “a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they are selected”. Cluster sampling was used in this study. It is a sampling technique that involves random sampling of groups, not individuals which make up a target population (Gay, 2000). All the members of selected groups have similar characteristics. The homogenous characteristics are the consideration. Because all classes were homogenous, the sample was chosen randomly, VIII.D as Experimental group and VIII.A as control group 2 as can be seen in Table 3.3. below.

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Table III.3 The Sample of the Research

No	Sample	Total
1	VIIIA	20
2	VIIID	20
Total		40

3.5 Instrument

Three instruments were used to collect the data in this research:

3.5.1 Observation

Observation was conducted to see the teacher's performance in applying Shared Inquiry Method reading in teaching and learning process. Three steps were used by the teacher to implement based on the procedures of this method.

3.5.2 Test

A test was administered to find out the effect of using Shared Inquiry method on the students' reading comprehension at MTs Syafa' aturrasul Teluk Kuantan. They were administered to assess students' reading comprehension. The test was administered in two stages. The first was a pre-test which was given before treatment. The second was a post-test that was given after the treatment. The type of the test was multiple choice tests. A multiple choice

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item was required the students to select a correct answer out of a number of options. The tests were given to the experimental group and control group in order to find out the difference of their reading comprehension on descriptive text of students who were taught by using Shared Inquiry Method and who were not taught by using Shared Inquiry method.

The blue print of reading comprehension is shown below:

Table III.4 Blue Print for Reading Comprehension

Indicators	Item Number
1. Finding Main Idea	3, 10, 20
2. Finding Factual Information	1, 2, 5, 9, 12, 13, 17,
3. Guessing meaning of vocabulary in text.	4, 11, 14, 18
4. Identifying Reference	8, 16, 19
5. Making Inference	6, 7, 15

After the students did the test, the writer took the total scores from the result of the reading comprehension test. The classification of the students' scores in reading comprehension is shown in the table below:

Table III.5 The Classification of Students Test Scores

The classification	Categories score
76 – 100	Good to excellent
51 – 75	Average to good
26 – 50	Poor to average
0 – 25	Poor

(Harris at al, 1986)

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3.5.3 Questionnaire

In order to find out students' motivation on Shared Inquiry method, a set of questionnaire was used. It consisted of written questions with 20 items. There were three categories for reading motivation: high, medium, and low. The description of each category is as follows (adapted from Wigfield and Guthrie, 1997)

Table III.6 Blue Print for Motivation

Indicator	Items
1. Attendance and discipline	1, 5, 7
2. Participation and completion of work	8, 15, 17
3. Task persistence and acceptance of errors	2, 11, 10
4. Quality of task involvement the time of study English	4, 12, 16, 19
5. Independent learning	3, 6, 13
6. Enjoying, showing enthusiasm, and taking pride in learning.	9, 14, 16, 20

Table III.7 The Classification of Students' Score in Questionnaire

The Classification of Score	Categories Score
76	High
48 x 75	Medium
47	Low

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3.6 Validity, Reliability, Normality, and Homogeneity of Instrument Test

3.6.1 Validity

Brown (2001: 26), states that “a test is method of a measuring a person’s ability, knowledge, or performance in a given domain. Validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms on the purpose of the assessment”. In addition, Hughes (2001: 26) states that a test is said to be valid if it measures accurately what it is intended to measure. Based on some experts above, it can be inferred that a test can be said to be valid if it really measures a person’s ability appropriately. Furthermore, (Gay, 2000:163-167) states that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity.

Creswell (2009) argues that validity is one of the strengths of the research. Validity is the measurement by instruments which measures what have to be measured. Based on Parmjit (2006: 147) “Validity is an evaluation of the adequacy and appropriateness of the interpretations which is used to measurement which is suitable with the purpose of the research.

To find out the validity of the items of the questions, the writer used Split-Half formula by using SPSS 20 version by looking at the corrected item-total correlation (correlation between score item and score total item $= r_{\text{counted}}$) in table item-total statistics.

To determine whether the test was viled or not, the value of r_{counted} was compared with r_{table} the number of item was 20.

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If the value of $r_{\text{counted}} > r_{\text{table}} = \text{valid}$

If the value of $r_{\text{counted}} < r_{\text{table}} = \text{invalid}$

Table III.8 Validity Statistics

Case Processing Summary			
		N	%
Cases	Valid	20	100%
	Excluded	0	0
	Total	20	100%

Table III.9 Item –Total Validity Statistics of Motivation

Numbers of items	Scale Mean if Item Deleted	Scale Variances if Item Deleted	Corrected Item-Total Correlation (VALIDITY)	r table df=20-2	Result
Item 1	72,0000	75,579	,652	0.444	Valid
Item 2	71,7000	78,537	,538	0.444	Valid
Item 3	71,9000	74,305	,854	0.444	Valid
Item 4	71,6000	73,937	,755	0.444	Valid
Item 5	71,6000	77,305	,628	0.444	Valid
Item 6	71,7500	75,776	,682	0.444	Valid
Item 7	71,7000	75,274	,748	0.444	Valid
Item 8	71,6500	74,029	,796	0.444	Valid
Item 9	71,6000	76,463	,706	0.444	Valid
Item 10	71,8500	77,397	,588	0.444	Valid
Item 11	71,5500	77,524	,648	0.444	Valid
Item 12	71,7500	77,671	,703	0.444	Valid
Item 13	71,6500	74,555	,752	0.444	Valid

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Table III.10 Item –Total Validity Statistics of Reading Comprehension Test (continued)

Numbers of items	Scale Mean if Item Deleted	Scale Variances if Item Deleted	Corrected Item-Total Correlation (VALIDITY)	r table df=20-2	Result
Item 12	14.0526	21.053	.420	0.444	Valid
Item 13	13.6316	20.579	.748	0.444	Valid
Item 14	13.6316	20.801	.679	0.444	Valid
Item 15	13.8947	21.877	.238	0.444	Valid
Item 16	13.7895	21.620	.319	0.444	Valid
Item 17	13.5789	20.702	.858	0.444	Valid
Item 18	13.7895	21.842	.267	0.444	Valid
Item 19	13.5789	20.702	.858	0.444	Valid
Item 20	13.5789	20.702	.858	0.444	Valid

3.6.2 Reliability

Reliability is the measuring of test that is consistent and dependable. It means the test should consistently measure the person's ability. Furthermore, (Brown, 2001:20) states that there are two scoring process in reliability. They are inter-rater reliability and intra-rater reliability. Inter-rater reliability occurs when two or more scores yield inconsistent scores of the test. Intra-rater reliability is a common occurrences for classroom teachers because of the nuclear scoring criteria, bias toward particular "good" and "bad" students, or simple carelessness.

Parmijt (2006) views that reliability means that consistency of measurement, or the degree to which an instrument measures the same way

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each time it is used under the same condition with the same subjects. In short, it is repeatability of measurement. A measure is considered reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated.

In finding reliability of instruments, there were several formula that were used such as Split-Half formula, Hoyt formula, Alpha formula, Kuder-Richardson 20 (K-R 20) formula. From these formula, the writer used Split-Half by using SPSS and the result of reliability could be seen through Gutman Split-Half Coefficient in reliable statistic on the output of SPSS

To determine the instrument, whether it was reliable or not, the value of r_{counted} was compared with r_{table}

If the value of $r_{\text{counted}} > r_{\text{table}}$ = reliable

If the value of $r_{\text{counted}} < r_{\text{table}}$ = not reliable

Afterward, it is better to see an effect size of t-test by the following formula:

$$n_2 = \frac{(t)^2}{(t)^2 + (n_1 + n_2 - 2)}$$

$t = t$ from independent sample t-test

n = the number of students

Table III.11 Reliability Statistics of Motivation

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Item
0.943	0.909	20

Table III.12 Item-Total Reliability Statistics of Motivation

Numbers of items	Scale Mean if Item Deleted	Scale Variances if Item Deleted	Corrected Item-Total Correlation (VALIDITY)	r table df=20-2	Result
Item 1	72,0000	75,579	,940	0.444	Reliable
Item 2	71,7000	78,537	,942	0.444	Reliable
Item 3	71,9000	74,305	,936	0.444	Reliable
Item 4	71,6000	73,937	,938	0.444	Reliable
Item 5	71,6000	77,305	,940	0.444	Reliable
Item 6	71,7500	75,776	,939	0.444	Reliable
Item 7	71,7000	75,274	,938	0.444	Reliable
Item 8	71,6500	74,029	,937	0.444	Reliable
Item 9	71,6000	76,463	,939	0.444	Reliable
Item 10	71,8500	77,397	,941	0.444	Reliable
Item 11	71,5500	77,524	,940	0.444	Reliable
Item 12	71,7500	77,671	,939	0.444	Reliable
Item 13	71,6500	74,555	,938	0.444	Reliable
Item 14	71,5500	76,261	,941	0.444	Reliable
Item 15	71,6000	76,042	,938	0.444	Reliable
Item 16	72,0000	79,895	,943	0.444	Reliable
Item 17	71,7500	75,987	,940	0.444	Reliable
Item 18	71,7000	80,116	,942	0.444	Reliable
Item 19	71,7000	80,116	,942	0.444	Reliable
Item 20	71,9000	78,305	,941	0.444	Reliable

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Table III.13 Reliability Statistics of Reading Comprehension

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Item
0.900	0.909	20

Table III.14 Item-Total Reliability Statistics of Reading Comprehension

Numbers of items	Scale Mean if Item Deleted	Scale Variances if Item Deleted	Corrected Item-Total Correlation (VALIDITY)	r table df=20-2	Result
Item 1	13.5789	20.702	.889	0.444	Reliable
Item 2	13.5789	20.702	.889	0.444	Reliable
Item 3	13.5789	20.702	.889	0.444	Reliable
Item 4	13.5789	20.702	.889	0.444	Reliable
Item 5	14.1579	21.363	.900	0.444	Reliable
Item 6	14.2105	21.953	.903	0.444	Reliable
Item 7	13.8421	20.918	.898	0.444	Reliable
Item 8	13.6316	20.801	.892	0.444	Reliable
Item 9	13.8421	21.807	.904	0.444	Reliable
Item 10	13.5789	20.702	.889	0.444	Reliable
Item 11	13.8947	21.877	.905	0.444	Reliable
Item 12	14.0526	21.053	.900	0.444	Reliable
Item 13	13.6316	20.579	.890	0.444	Reliable
Item 14	13.6316	20.801	.892	0.444	Reliable
Item 15	13.8947	21.877	.905	0.444	Reliable
Item 16	13.7895	21.620	.902	0.444	Reliable
Item 17	13.5789	20.702	.889	0.444	Reliable
Item 18	13.7895	21.842	.904	0.444	Reliable
Item 19	13.5789	20.702	.889	0.444	Reliable
Item 20	13.5789	20.702	.889	0.444	Reliable

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Table III.15 Cooficient Criteria of Reliability

CoefisienReliability			Criteria
0,80	r_{11}	1,00	Highest reliability
0,60	r_{11}	0,79	High reliability
0,40	r_{11}	0,59	Middle reliability
0,20	r_{11}	0,39	Low reliability
0,00	r_{11}	0,19	Lowest reliability

3.6.3 Normality

Normality test was used to determine if data set is well modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distribued. Pallant (2010: 59) stated that normal is used to describe a symmetrical, bell-shaped curve, which has the greatest frequency of scores in the middle with smaller frequencies towards the exterms. Normality can be assessed to some extent by obtaining skewness and kurtosis values or using techniques available in SPSS using explore option of descriptive statistic menu.

3.6.4 Homogeneity

Homogeneity arises in describing the data set or several data sets. The homogeneity test was used to determine whether population variance is homogeneous or not. It is important to determine if a set of data is homogeneous before any statistical techniques apply to it.

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Pallant (2010: 206) stated that if significant value of less than 0.05, it means that variance for the two groups was not equal. But if a significance value is bigger than 0.05, it means that the variance for the two groups are equal.

3.7 The Research Procedure

Procedures of collecting data experimental group.

Three procedures were administered to collect the data.

a. Pre-test

The pre-test was given to the student before conducting of the teaching and learning process using Shared Inquiry method. It was used to measure the students' reading comprehension and their motivation.

b. Treatment

In the treatment, the students were taught by using Shared Inquiry method. Teacher taught and explained the English lesson integratedly of four language skills and language components by using the procedure of Shared Inquiry Method with the procedure: pre – activities, whilst activities, and post activities as they were stated in Chapter II.

c. Post-test

The post-test was conducted toward the students of the experimental group after applying the treatment by using Shared Inquiry method and control group without using Shared Inquiry method. The results of the post-test were compared with the pre-test results in order to determine

the effect of the Shared Inquiry method on the students' reading comprehension and their motivation after conducting 8 meetings using this method.

3.7.1 Teaching Procedure in the Experimental Group

Shared Inquiry method was conducted towards the experimental group for six meetings. The procedures of applying the Shared Inquiry method are as follows:

A. Pre – Reading Activity

1. Greetings, praying, and checking students' attendance list.
2. Telling students about the objectives of study and giving motivation.

B. While Reading Activity

1. The teacher asked students to be divided into some groups, and each group consists of five students. The students worked cooperatively
2. The teacher gave the example of descriptive text to the students.
3. The teacher chose a work that encourages discussion.
4. The teacher asked the students to read the material carefully.
5. The teacher prepared four or five discussion questions.
6. The teacher shared the questions.
7. The teacher asked the students to think about the question, and then briefly wrote down their answer.
8. The teacher elicited answer from the students.
9. The teacher kept a seating chart.

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10. The teacher summarized the discussion.
11. The teacher asked the students more questions.

C. Post Reading Activity

1. Teacher shared to the students to conclude the lesson.
2. Teacher concluded the lesson.
3. Teacher gave an assignment.

3.7.2 Teaching Procedure in a Control Group.

A. Pre Reading Activity

1. The teacher greeted the students.
2. The teacher asked the students to pray before study,
3. The teacher checked the attendance list of the students.
4. The teacher asked about the last material in reading.

B. While Reading Activity

1. The teacher asked about topic (descripve text)
2. The teacher told about purpose of the text.
3. The teacher explained about the material. (conventional strategy)
4. The teacher asked the students to do some exercises.

C. Post Reading Activity

1. The teacher checked the students' comprehension
2. The teacher gave the students homework.
3. The teacher closed the class with praying

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3.7.3 Teaching Material

In this research descriptive text as one of the text types was used. The topic to talk about was different. It started from describing people, place and noun.

3.8 The Technique of Collecting Data

3.8.1 Reading Comprehension Test

The data was collected by administering by a pre-test and a post-test to the students. In teaching and learning process, they were taught based on the KTSP curriculum. If the students are able to achieve the goal, this means that the assessment of students ability needs to be correlated with purposes of achievement. According to Hughes (2003), there are many techniques that can be assessed to the students' reading comprehension, but in study a multiple choice test was used. Multiple choices technique is a technique that is designed by using four options of choice and the participants only choose one correct answer based on the question. In this research, twenty questions were posed to the participants based on the indicators of the Reading Comprehension in operational concept.

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3.8.2 Questionnaire

A set of questionnaire was used to assess students' motivation on the basis of five indicators. The questionnaire was designed in line with the indicators of students' motivation in operational concept.

3.9 Technique of Data Analysis

In order to analyze the students' reading comprehension, the minimum standard score of English subject in MTs Syafa'aturrasulTeluk Kuantan that is 75 became the reference. It means that those who obtained the English score <75 , they did not pass the minimum standard score.

Pallant (2010: 239) states that the independent-sample t-test is used to compare the mean score of two different groups of people or conditions. And paired sample t-test is used to compare the mean score for the same group of people on two different occasions, or for matching pairs.

In analyzing the data, the scores of the pre-test and the post-test of both experimental and control groups were used. The scores were analyzed using both descriptive and inferential statistics.

Pallant (2010: 247) says that eta squared is used to determine the strength of the difference between groups, or the influence of the independent variable. Effect size statistics provides an indication of the magnitude of the difference between the groups.

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1. Independent Sample t-test

To find out whether there is a significant effect or there is no significant effect between two or more variables stated that can be analysed by using Independent Sample (Gay, 2010: 484) added that the independent sample t-test is used to determine whether there is probably a significant difference between the means of two independent samples. Independent sample t-test was used to find out the results of the first, the fourth, the fifth and sixth hypotheses. They are as follows:

- a. To find out the significant difference of students' reading comprehension before being given a treatment by using Shared Inquiry method for the experimental group and non-treatment for the control group.
- b. To find out the significant difference of students' reading comprehension after being given the treatment by using Shared Inquiry method for the experimental group and non-treatment for the control group.
- c. To find out the significant difference of students' motivation before being given the treatment by using Shared Inquiry method for the experimental group and non-treatment for the control group.
- d. To find out the significant difference of students' motivation after being given the treatment by using Shared Inquiry method for the experimental group and non treatment for the control group.

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In this research, SPSS 20 was used to analyze the data. H_a is accepted:

Significant Probabilities < 0.05 or there is an effect after giving the treatment using Shared Inquiry on students' reading comprehension and their motivation.

H_o is accepted: Significant Probabilities > 0.05 or there is no effect after giving the treatment using Shared Inquiry on students' reading comprehension and their motivation.

2. Paired Sample t-test or Non-independent Sample t-test.

Non-independent sample t-test is known also as Paired-Sample t-test was used this formula to obtain the result of the second hypothesis that is to find out whether there is a significant effect of Shared Inquiry on students' reading comprehension and their motivation. Gay (2000: 488) states that the test for non independent sample is used to compare groups that are formed by some type of matching or to compare a single group's performance on the pre-test and post-test or on two different treatments. The formula of paired sample t-test can be obtained using the following formula Eta squared for paired sample t-test:

$$\text{Eta squared} = \frac{t^2}{(t^2 + N - 1)}$$

Where:

Eta Square = the value of effect size

t = The t-value (Calculated by SPSS 20)

N = The number of sample in experimental group.

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Ha is accepted: Significant Probabilities < 0.05 or there is an effect after being given the treatment using Shared Inquiry on students' reading comprehension and their motivation.

Ho is accepted: Significant Probabilities > 0.05 or there is no effect after being given the treatment using Shared Inquiry on students' reading comprehension and their motivation.

